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ABSTRACT

This master plan for 1993-98 is Patrick Henry Community College's (PHCC's) long-range planning document, designed to guide the college through the 5-year period. Section I provides background information on the history of the college; community characteristics; population trends in Martinsville, Virginia, and the surrounding counties of Patrick, Henry, and Franklin, which comprise PHCC's service area; the racial; gender, and age composition of the service area; employment in the area; per capita median family income for the area; social problems; and education in the service area. Section II presents enrollment data, including annualized full-time equivalent (FTE) enrollments, headcount and FTE's full- and part-time enrollment, male and female enrollments, enrollment by ethnicity, enrollment by categories, day and evening headcount enrollment, headcount enrollment by age groups, financial aid awards, and sources and uses of funds. Section III describes the planning process used at PHCC, the process used to develop goal statements, and the college's mission statement. In addition, this section presents the college's long-range goals with respect to curriculum and instruction; student development; academic support; college and community partnership; accessibility; human resources; facilities; organization, leadership, and administrative processes; finance; and technology. The report tables and figures provide demographic, enrollment, and financial data throughout the document. (KP)

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Master Plan 1993-1998

Patrick Henry Community College
Department of Institutional Advancement
Office of Planning, Research, and Assessment

March 1994

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Department of Institutional Advancement
Office of Planning, Research, and Assessment
P.O. Box 5311
Martinsville, Virginia 24115
Tel: (703) 638-8777 ext. 288

Master Plan
1993-1998

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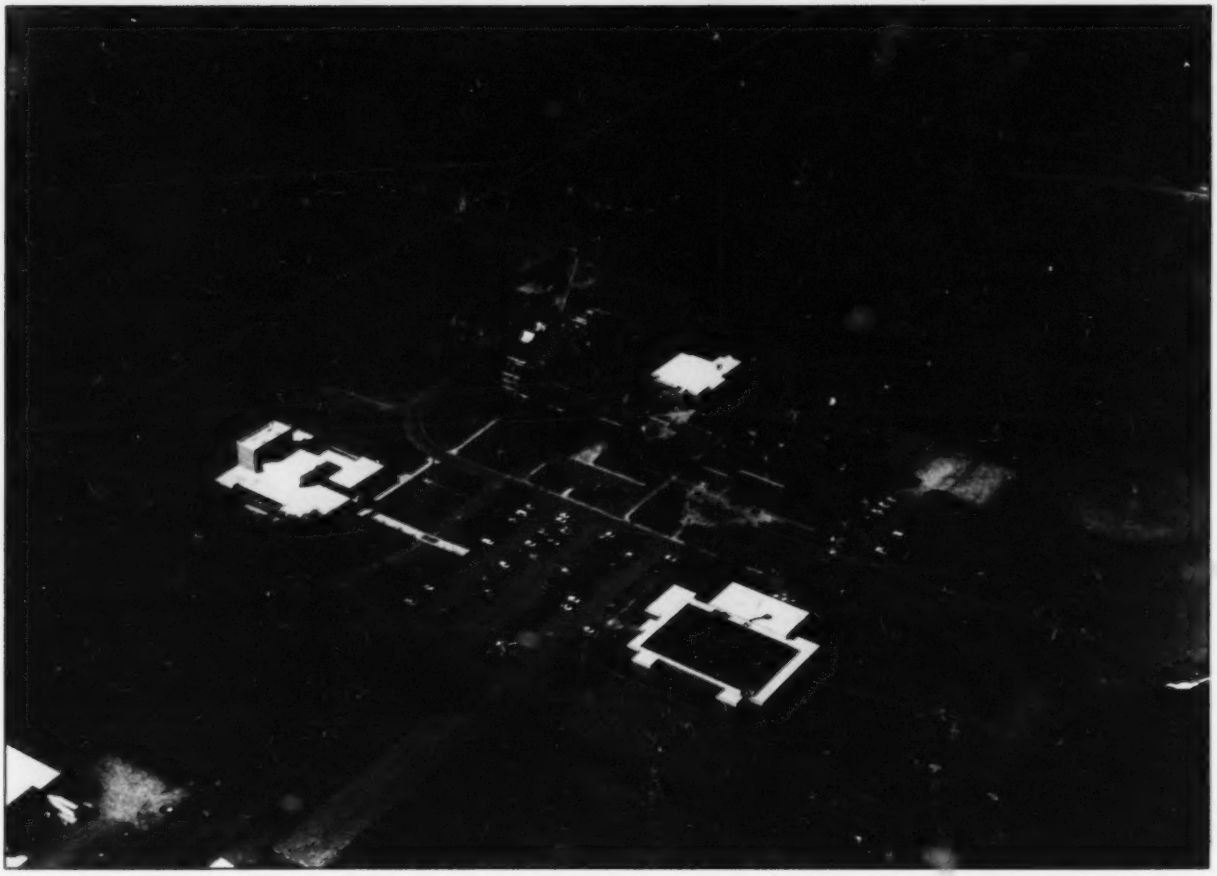

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Message from the President

The Patrick Henry Community College Master Plan is our long-range planning document, designed to guide the college through the next five years. The primary purpose of the plan is to provide basic tenets upon which to base important decisions as we face the future. This document is the result of many hours of hard work by the college staff; the revised institutional mission and goals statements contained in it were developed by a Planning Committee comprised of representatives from the faculty, staff and administrators of the college. The goals reflect important strategic issues identified by the committee as being fundamental to produce the highest possible quality of student learning.

The statement of the mission and goals has been modified since the last Master Plan was written to reflect changes in the college's service region. Social and economic characteristics of the surrounding community, availability of resources, and advances in technology dictate the demands placed upon the college and the ways in which the college meets those needs.

In the process of regularly updating our master plan, the college is forced to examine itself and the way in which it operates closely; strengths and weaknesses are identified and addressed, and the college becomes a stronger, more vital entity. I am confident that this plan will guide Patrick Henry Community College successfully through the next few years and help us sustain and enhance our standing as a strong contributor to the community we serve.

Max F. Wingett

Max F. Wingett
President

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Patrick Henry Community College: The History

Patrick Henry Community College is one of the 23 two-year comprehensive public institutions of higher education operating under the state-wide Virginia Community College System. The primary service area of the college is the City of Martinsville and the surrounding counties of Patrick, Henry, and Franklin. The plan of the service area is depicted in Figure 1.

The college acts under the policies and procedures established by the State Board for Community Colleges and the local College Board. The responsibilities for the administration and operation of the college are vested in the president as the chief executive officer in accordance with the policies, procedures, and regulations of the State Board for Community Colleges. The Virginia Community College System (VCCS) provides general statewide planning, coordination and leadership for the public community colleges in the state. The organizational structure for the college is presented in Figure 2.

Patrick Henry Community College was founded as a two-year branch of the University of Virginia's School of General Studies in 1962. The college housed the first group of its students in the old Northside Elementary school in Martinsville and moved to its present location in the fall of 1969. The college was accepted into the Virginia Community College System July 1, 1971, and joined the regional accreditation body of the Southern Association of Colleges and Schools in 1972.

Over the years the college has continued to grow and enhance the quality of life for area residents while increasing the availability of a trained work force. Approximately 25,000 students have enrolled (unduplicated headcount) in classes at the college since the academic year 1969-70. In the same period the college has awarded 3337 educational degrees to students who graduated in one and up to six degree programs since 1971. The total student credit hours served by the college has increased from 28,590 in 1988-89 to 43,824 in the academic year of 1992-1993, an increase of 53 percent over the last five years. Patrick Henry Community College currently offers 46 different academic programs in transfer education, career preparation, or continuing education. Students receive associate degrees, diplomas, or certificates by fulfilling the graduation requirement established by the Virginia Community College System and the State Council for Higher Education.

The Division of Arts and Sciences offers college transfer programs, or courses equivalent to those offered by four-year institutions of higher education for the first two years of study toward a baccalaureate degree. The Division of Applied Science and Engineering Technologies offers programs designed to meet the increasing demand for professional and semi-professional workers and skilled craftsmen for employment in business, industry and government agencies. Non-credit programs are offered through the Extended Learning Services Division to contribute to the social and vocational needs of the service area. The Extended Learning Services Division offers specialized programs for training the area workforce. Developmental studies programs are offered through the Learning Resource Division to help students develop basic skills necessary to succeed in other college programs.

Patrick Henry Community College serves a geographic district, defined by its mission statement as comprising Henry and Patrick counties, the City of Martinsville, and southern Franklin County.[1] The 1992 population of the region was 110,477, and the population penetration rate was 2.03.

City of Martinsville

In the geographic center of Henry County, the City of Martinsville serves as a base for urban population. Martinsville's 1990 population was 19,394. The Fall 1993 Headcount Statistics indicate that 18.44 percent of student enrollment was from the City of Martinsville. A piechart of headcount by jurisdiction for the college's service region is presented in Figure 3.

Franklin County

Franklin County is bounded on the north by Roanoke and Bedford counties, on the east by Pittsylvania County, on the south by Henry and Patrick counties, and on the west by Floyd County. The southern portion of Franklin County's 1990 population for the college's service region was estimated to be around 19,899. The Fall 1993 Headcount Statistics indicates that 10.11 percent of student enrollment was from Franklin County

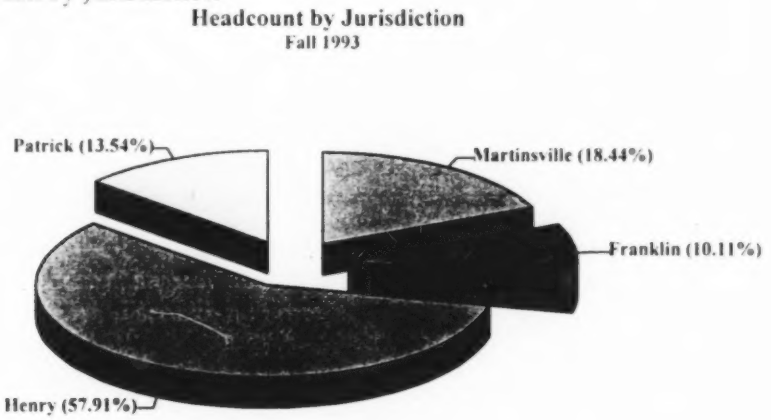
Henry County

Henry County lies to the north of the Virginia--North Carolina border. Henry County had the largest population, 58,010, in the service region in 1990. The Fall 1993 Headcount Statistics indicate that 57.92 percent of student enrollment was from Henry County.

Patrick County

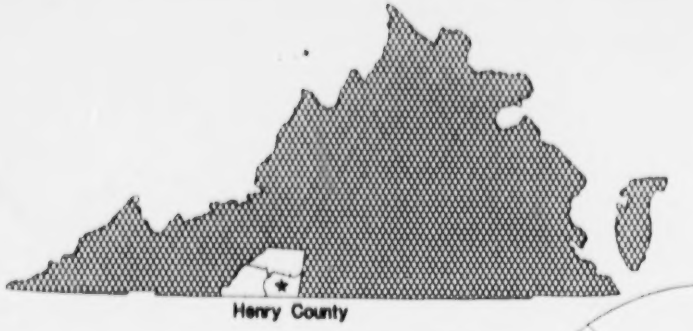
Patrick County is bordered on the north by Franklin and Floyd counties and on the south by North Carolina. Patrick County's 1990 population was 18,410. The Fall 1993 Headcount Statistics indicate that 13.54 percent of student enrollment was from Patrick County. Data pertaining to the population penetration rate of the college's service area are presented in Table 1.

Figure 3. Headcount by Jurisdiction



[1] Only the southern part of Franklin County is in PHCC's service area

Patrick Henry Community College
Martinsville, Virginia



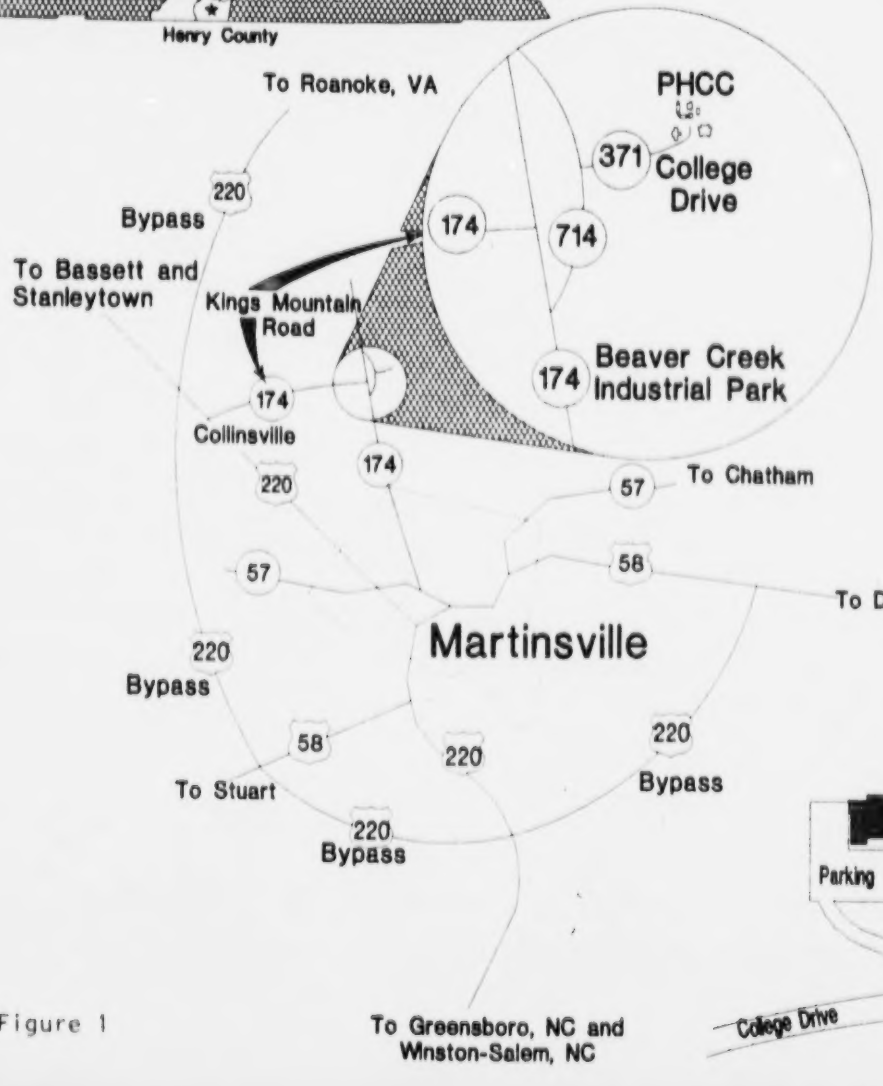
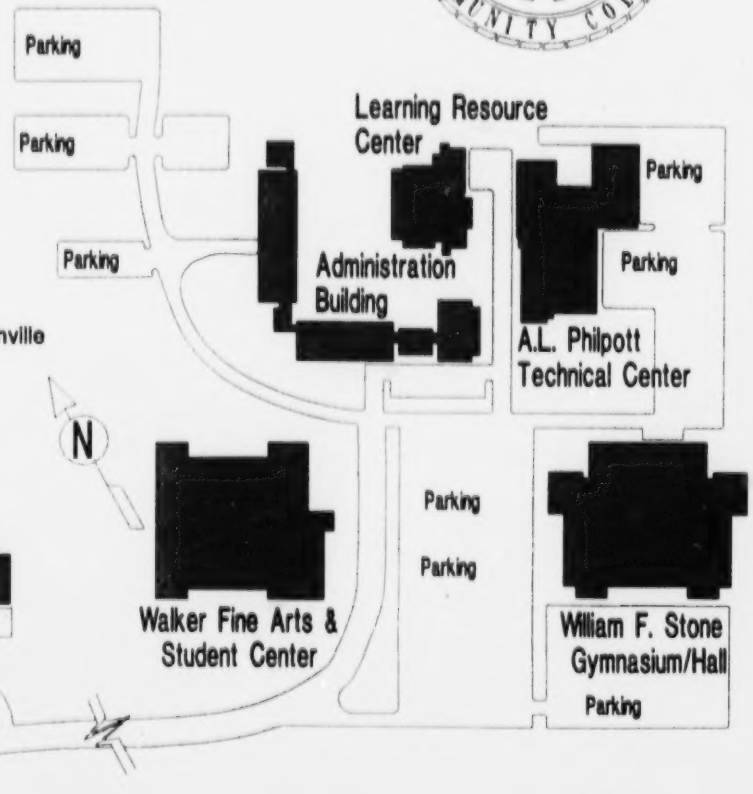


Figure 1

Campus Map



Organizational Structure for Patrick Henry Community College

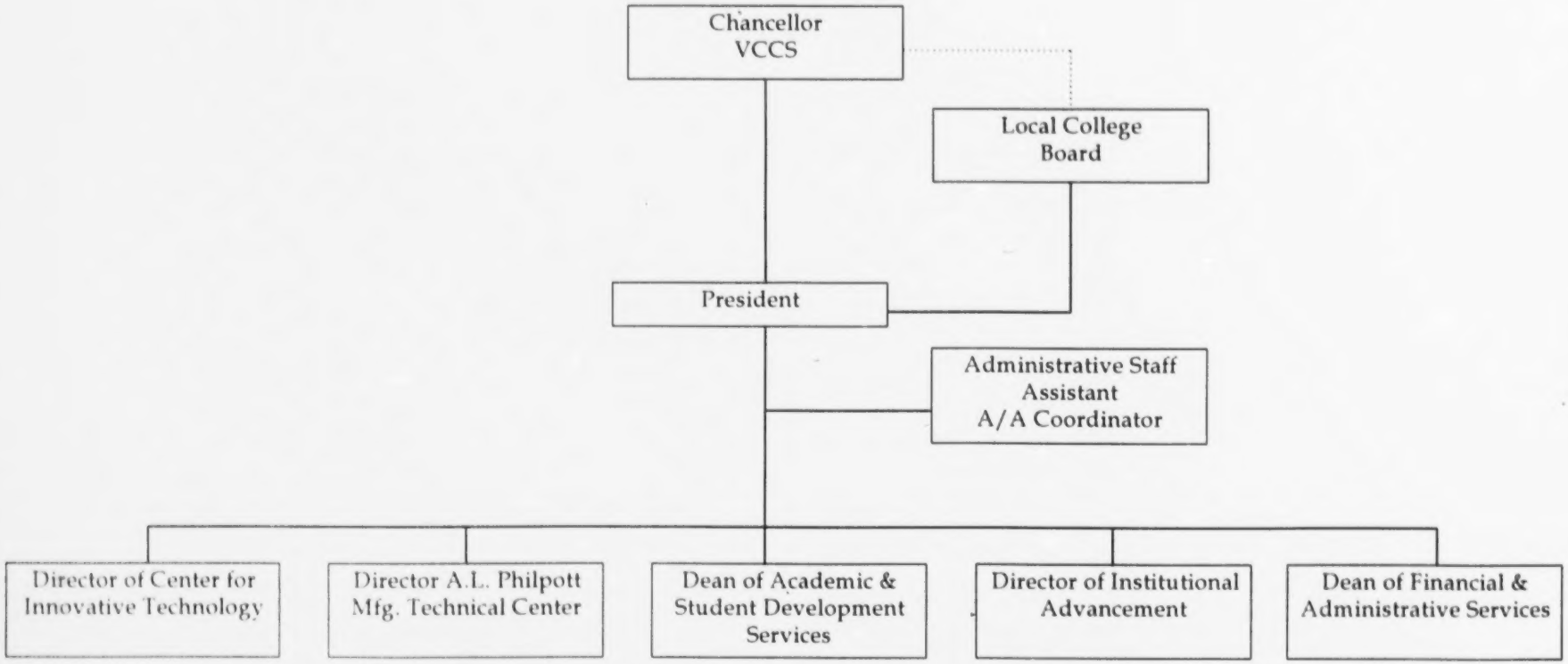


Figure 2

Table 1. Population Penetration Rates for PHCC Service Region Fall 1988 through Fall 1992

Fall Semester	Categories	Franklin County	Henry County	Patrick County	Martinsville	Total
	Population	19,496	57,951	18,239	19,160	114,846
1988	Headcount	112	954	197	416	1,679
	Penetration	0.5745	1.6462	1.0801	2.1712	1.4620
	Population	19,700	57,968	18,318	19,274	115,260
1989	Headcount	107	1,051	272	459	1,888
	Penetration	0.5381	1.8131	1.4849	2.3814	1.6380
	Population	19,899	58,010	18,401	19,394	115,704
1990	Headcount	178	1,251	298	415	2,142
	Penetration	0.8945	2.1565	1.6195	2.1398	1.8513
	Population	20,053	58,052	18,455	19,432	115,992
1991	Headcount	178	1,265	265	392	2,100
	Penetration	0.8876	2.1791	1.4359	2.0173	1.8105
	Population	20,138	56,875	17,479	15,985	110,477
1992	Headcount	209	1,356	305	377	2,247
	Penetration	1.04	2.38	1.74	2.36	2.03
	Population	19,857	57,771	18,178	18,649	114,456
Average	Headcount	157	1,175	267	412	2,011
	Penetration	.7869	2.0350	1.4721	2.2139	1.7584

Population Trend in the Service Area

The data for population trend, percentages of distribution from 1970 to 2000, and the projected distribution growth from 1970 to year 2000 are presented in Table 2. The population of the service area except for the City of Martinsville has increased from 1970 to 1990. Overall, the population of the college's service area has increased from 113,999 in 1970 to 130,126 in 1990 (total population of Franklin County is included). This constitutes a 14 percent increase over two decades. The population projection for the college's service area through the year 2000 indicates a slight positive increase. While the population of the major areas (Martinsville, Patrick, Henry) in the college service region will decline by as much as 2.3 percent, Franklin County will have a 8.63 percent increase in its population.

Table 2. Past and Projected Population Trend of Service Area

Year	Franklin County*	Henry County	Patrick County	Martinsville	Total
1970	28,163	50,901	15,282	19,653	113,999
1980	35,740	57,654	17,647	18,149	129,190
1990	39,549	56,942	17,473	16,162	130,126
2000	42,966	56,617	17,295	15,298	132,176

Percentage of Distribution

Year	Franklin County	Henry County	Patrick County	Martinsville	Total
1970	24.70%	44.65%	13.41%	17.24%	100.00%
1980	27.66%	44.63%	13.66%	14.05%	100.00%
1990	30.39%	43.76%	13.43%	12.42%	100.00%
2000	32.50%	42.83%	13.10%	11.57%	100.00%

Projected Distribution of Growth (1990-2000)

	Franklin County	Henry County	Patrick County	Martinsville	Total
Absolute Growth	3,417	(325)	(178)	(864)	2050
Overall Percentages Growth (1990-2000)	8.63	(0.57)	(1.01)	(5.34)	1.57

* Only a part of Franklin County is in PHCC's service area (approximately 50%).
( ) Indicates negative growth.

Source: West Piedmont Planning District, "Overall Economic Development Program," 1992 Annual Report.

Racial Composition and Gender for the College Service Area

Population projections by gender and race and the projected distribution of population growth for the year 2000 are presented in Table 3. The racial composition of the college service area in 1990 was 80.78 percent white and 19.22 percent non-white. The gender composition of the college service area for the same year was 47.43 percent male and 51.57 percent female. It is projected that by the year 2000 the non-white population of the service area will increase by 2.22 percent, while the white population will increase by only 1.42 percent. The female population of the service area will increase by 2.18 percent by the year 2000, and the male population will increase by less than one percent for the same period.

Table 3. Population Projection by Gender and Race

1990 County/City	Population	White	Non-White	Male	Female
Franklin	39,549	35,192	4,357	19,524	20,025
Henry	56,942	43,609	13,333	27,630	29,312
Patrick	17,473	16,177	1,296	8,594	8,879
Martinsville	16,162	10,144	6,018	7,269	8,893
Total	130,126	105,122	25,004	63,017	67,109
Percentages	100	80.78	19.22	47.43	51.57
2000					
Franklin	42,966	38,636	4,330	21,047	21,919
Henry	56,617	43,229	13,387	27,258	29,359
Patrick	17,295	16,088	1,208	8,473	8,822
Martinsville	15,299	8,664	6,635	6,821	8,478
Total	132,177	106,617	25,560	63,599	68,578
Percentages	100	80.66	19.34	48.12	51.88
Projected Distribution of Population Grown (1990 to 2000)					
Franklin	3,417	3,444	(270)	1,523	1,894
Henry	(325)	(380)	54	(372)	47
Patrick	(178)	(89)	(88)	(121)	(57)
Martinsville	(863)	(1480)	617	(448)	(415)
Total Growth	2,051	1,495	556	582	1,469
Percentage Growth	1.58	1.42	2.22	0.92	2.18

Source: Commonwealth of Virginia, Virginia Employment Commission, "Population Projections," September 1992.

Composition of Age Groups for the College Service Area

Population distribution of the service area and the projection for the year 2000 is presented in Table 3.1. In 1990 almost 36.5 percent of population in the service area was above the age of 45. The age composition of the service area indicates that those aged 25 or older outnumber the younger generation of traditional college cohort by nearly two to one (66.8 percent over the age of 25 versus 33.2 percent under the age of 25). The projected age groups' ratio for the year 2000 will be 69.2 percent over the age of 25 versus 30.8 percent for under 25 years of age. The most decline in the population will be experienced for the ages of 15 through 35.

Table 3.1. Population Projection by Selected Age Groups

1990

County/City	Total Population	Age 0-14	15-19	20-24	25-34	35-44	45-59	60+
Franklin	39,549	7,464	3,258	2,962	6,087	6,054	6,629	7,095
Henry	56,942	10,962	4,029	4,089	9,274	8,368	10,311	9,909
Patrick	17,473	3,114	1,265	1,106	2,546	2,473	3,222	3,747
Martinsville	16,162	3,042	959	990	2,368	2,203	2,582	4,018
1990 Total	130,126	24,582	9,511	9,147	20,275	19,098	22,744	24,769
1990 Percent	100%	18.9%	7.3%	7.0%	15.6%	14.7%	17.5%	19.0%

2000

County/City	Total Population	Age 0-14	15-19	20-24	25-34	35-44	45-59	60+
Franklin	42,966	8,136	3,189	2,608	4,752	6,438	9,098	8745
Henry	56,617	11,115	3,233	2,954	7,327	8,768	11,399	11,821
Patrick	17,298	2,894	975	819	2,232	2,476	3,647	4,255
Martinsville	15,298	2,921	902	787	1,699	2,219	2,990	3,780
2000 Total	132,179	25,066	8,299	7,168	16,010	19,901	27,134	28,601
2000 Percent	100%	18.9%	6.2%	5.4%	12.1%	15.0%	20.5%	21.6%

Employment for the College Service Area

The labor force for the college service area has maintained a strong and diverse manufacturing base, predominantly the furniture and textile industries. The number and percentages of workers by industry for the service area in March 1991 are depicted in Table 4. The percentage of the total labor force in the manufacturing industry in 1991 in the service area ranged from 42 percent in Franklin County to as high as 64 percent in Henry County. However, the employment trend in the West Piedmont District[2], depicted in Table 5, indicates that the number of workers in the manufacturing industry has dropped from 53 percent of the total labor force in 1985 to 46.2 percent in 1991. This corresponds to a 6.8 percent decline of work force in the manufacturing industry over six years. On the other hand, the labor force of the service and retail trade industry has increased by 3.7 percent and 1.5 percent respectively over the same period. The current trend in the service area indicates that local industries are moving towards automation and industrial innovation in administration and production. In line with the employment needs of industry and the training for a professional and skilled workforce for the future, Patrick Henry Community College is ready and committed to provide curriculum offerings that will be more responsive to economic development and partnerships with local business, industry, and governmental agencies.

As shown by the West Piedmont Planning District Commission, unemployment rates for the district in 1990 were higher than for the state of Virginia and the United States (West Piedmont 7.4 percent versus 4.3 percent for Virginia and 5.5 percent for the United States). Compared to the high unemployment rates of the West Piedmont Planning district, the college service area has experienced even higher unemployment rates in recent years. In fact, Martinsville and Henry County were two localities in Virginia classified as a labor surplus area by the U.S. Department of Labor. During the first six months of 1991, the City of Martinsville had unemployment rates in the double-digit figures, peaking at 18.4 percent in February.

For the purpose of this document and to further promote a future orientation in the decision making of management at PHCC, two additional tables are provided. Table 6 presents data from 1988 through 2000 (projected) on employment and total job openings by major occupational groups in the state of Virginia, and Table 7 presents data from 1988 through 2000 (projected) on the total wage and salary employment by industry in the state of Virginia.

[2] West Piedmont Planning District consists of Counties of Franklin, Henry, Patrick, and Pittsylvania, the Cities of Danville and Martinsville, and the Town of Rocky Mount.

Table 4. Employment by Industry in the College Service Area March 1991

	Franklin County	% of Total	Henry County	% of Total	Patrick County	% of Total	Martinsville City	% of Total
Manufacturing								
Durable	2,580	25.5%	5,137	22.5%	541	10.9%	2,890	17.3%
Non durable	1,633	16.1%	9,472	41.6%	1,952	39.2%	5,087	30.4%
Non manufacturing								
Agriculture, Forestry, & Fisheries	193	1.9%	83	.4%	103	2.1%	D	
Mining	0	0.0%	64	.3%	0	0.0%	0	0.0%
Construction	657	6.5%	714	3.1%	176	3.5%	309	1.8%
Trans., Comm., & Public Utilities	195	1.9%	819	3.6%	83	1.7%	530	3.2%
Wholesale & Retail Trade	1,683	16.6%	2,868	12.6%	624	12.5%	3,128	18.7%
Fin., Ins., & Real Estate	252	2.5%	298	1.3%	103	2.1%	642	3.8%
Service	1,490	14.7%	982	4.3%	694	13.9%	2,921	17.5%
Government	1,432	14.2%	2,348	10.3%	699	14.1%	1,214	7.3%
Nondisclosure & Nonclassifiables	0	0.0%	0	0.0%	0	0.0%	15	0.1%
Total Manufacturing	4,213	42%	14,609	64%	2,493	50%	7,977	48%
Total Non manufacturing	5,902	58%	8,176	36%	2,482	50%	8,759	52%
Total Employment	10,115	100%	22,785	100%	4,975	100%	16,736	100%

"D" indicates disclosure suppression. Data are included in subtotals and totals only.
Source: West Piedmont Planning District Commission, 1992.

Table 5. Employment Trends in the West Piedmont District by Industry March 1985 - March 1991

	1985	% of Total	1986	% of Total	1987	% of Total	1988	% of Total	1989	% of Total	1990	% of Total	1991	% of Total
Manufacturing														
Durable	17,539	18.7%	17,099	18.3%	17,130	17.7%	16,033	16.5%	16,369	16.6%	16,248	16.1%	14,271	15.2%
Non durable	32,496	34.7%	32,689	35.1%	34,844	36.0%	33,887	34.9%	33,527	34.0%	33,400	33.0%	29,235	31.1%
Non manufacturing														
Agriculture, Forestry, & Fisheries	298	0.3%	285	0.3%	330	0.3%	386	0.4%	437	0.4%	475	0.5%	513	0.5%
Mining	D		D		D		D		D		86	0.0%	64	0.1%
Construction	2,737	2.9%	2,710	2.9%	2,992	3.1%	3,475	3.6%	3,907	4.0%	4,152	4.1%	3,710	3.9%
Trans., Comm., & Public Utilities	2,449	2.6%	2,484	2.7%	2,561	2.6%	2,360	2.4%	2,509	2.5%	2,676	2.6%	2,542	2.7%
Wholesale & Retail Trade	15,438	16.5%	14,748	15.8%	15,113	15.6%	16,633	17.1%	16,890	17.1%	17,144	17.0%	16,910	18.0%
Fin., Ins., & Real Estate	2,123	2.3%	2,463	2.6%	2,539	2.6%	2,450	2.5%	2,466	2.5%	2,703	2.7%	2,685	2.9%
Service	9,684	10.3%	10,127	10.9%	10,567	10.9%	11,113	11.4%	11,692	11.8%	12,863	12.7%	12,859	13.7%
Government	10,327	11.0%	10,492	11.3%	10,504	10.9%	10,638	11.0%	10,781	10.9%	11,324	11.2%	11,281	12.0%
Nondisclosure & Nonclassifiables	503	0.5%	159	0.2%	100	0.1%	119	0.1%	101	0.1%	2	0.0%	20	0.0%
Total Manufacturing	50,035	53%	49,788	53%	51,974	54%	49,920	51%	49,896	51%	49,648	49%	43,506	46.2%
Total Non manufacturing	43,559	47%	43,648	47%	44,706	46%	47,174	49%	48,783	49%	51,425	51%	50,584	53.8%
Total Employment	93,594	100%	93,256	100%	96,680	100%	97,094	100%	98,679	100%	101,07	100%	94,090	100.0%

"D" indicates disclosure suppression. Data is included in subtotals and totals only.

Table 6. Virginia 1988-2000 Employment and Total Job Openings by Major Occupational Group

Major Occupational Group	Total Wage and Salary Employment: Estimated 1988	Projected 2000	Percent Change	Total Job Openings: Total Openings	Growth	Separation
Total, all occupations	2,669,342	3,264,269	22.9	1,621,632	594,927	1,026,444
Executive, Admin, and Managerial Occ	194,701	247,184	26.96	129,084	52,483	76,572
Professional, Paraprofess., Tech	521,350	672,085	28.91	357,276	150,735	206,460
Admin. Support Occ., Clerical	479,009	569,146	18.82	271,416	90,137	181,260
Service Occupations	396,693	521,346	31.42	283,536	124,653	158,808
Agriculture, Forestry, Fishing	28,385	34,680	22.18	17,220	6,295	10,920
Precision Prod, Craft & Repair	455,280	518,145	13.81	231,324	62,865	168,372
Operators and Fabricators	176,955	198,525	12.19	86,460	21,570	64,908
Helpers and Laborers	131,980	141,067	6.89	56,280	9,087	47,220

Source: Virginia Employment Commission, Labor Market and Demographic Analysis Section, Economic Information Division, "Occupational Employment Projections 2000," 1992.

Table 7. Virginia 1988-2000 Total Wage and Salary Employment by Industry Division

	1988 Employment	2000 Employment	Change in Employment	Percent Change
Total all industries	2,669,364	3,264,265	594,901	22.29
Agriculture, Forestry, Fishing	19,265	21,887	2,622	13.61
Mining	15,835	14,840	-995	-6.28
Construction	181,638	216,271	34,633	19.07
Manufacturing	427,375	425,471	-1,904	-.045
Transportation, Communication, and Utilities	140,704	158,078	17,374	12.35
Wholesale and Retail Trade	616,352	770,567	154,215	25.02
Finance, Insurance, and Real Estate	145,523	191,451	45,928	31.56
Services	599,933	883,866	283,933	47.33
Government	522,739	581,836	59,097	11.31

Source: Virginia Employment Commission, Labor Market and Demographic Analysis Section, Economic Information Division, "Occupational Employment Projections 2000," 1992.

Per Capita Median Family Income for the College Service Area:

Per capita median family income for the years 1979 and projected 1993 for the service area is presented in Table 8. Overall, the median family income of the service area (except for Patrick County) as a percentage of the state's median family income has decreased from 1979 (actual) to 1993 (projected). The highest decrease is experienced by Henry County (87 percent of state median family income in 1979 to 72 percent of state median family income in 1993), and the lowest decrease was experienced by the City of Martinsville (from 87 percent of state median family income in 1979 to 80 percent of state median family income in 1993).

Table 8. Per Capita Median Family Income for the Service Area

Jurisdiction	1979	Percent of State	Projected 1993	Percent of State
Franklin	16,399	82%	31,107	71%
Henry	17,427	87%	31,663	72%
Patrick	15,267	76%	35,860	82%
Martinsville	17,469	87%	34,936	80%
Virginia	20,018		43,919	

Source: West Piedmont Planning District: Economic Development Program. 1992 Annual Report, p. 3-30.

Social Problem

The educational level of the college service area is an important measure for the quality of life. The data presented in Table 9 indicate that the median for the number of school years completed by persons 25 years and older in the college's service area in the years 1970 and 1980 is significantly lower than that of the state.

The City of Martinsville, Henry County, and Patrick County have been identified by the state as being areas of high risk. Table 10 shows the state's ranking of youth pregnancies, dropout rates, reading failure rates, and child abuse cases among 128 high risk areas from 1985 to 1989.

Crime rates in the college service area are high compared to the state average. As depicted in Table 9.1, in 1991 there were 6,657 crimes per 100,000 persons in the City of Martinsville, which was the highest crime rate within the college service area. This was followed by 3,324 for Henry County, 2,689 for Patrick County, and 1,661 crimes per 100,000 for Franklin County.

Table 9. Median School Year Completed (Persons 25 Years and Older)

Area	1970	1980	Difference
Franklin Co.	8.1	11.2	3.1
Henry Co.	9.2	10.9	1.7
Patrick Co.	7.5	10.1	2.6
Martinsville	11.1	12.1	1.0
Virginia	11.7	12.4	0.7

Source: 1970 and 1980 U.S. Census of Population.

Table 9.1. Crime Statistics
1991

Jurisdiction	Population	Total Crime Index	Crime Rate Per 1,000
Franklin	39,549	657	1,661.23
Henry	56,942	1,893	3,324.44
Patrick	17,473	470	2,689.86
Martinsville	16,162	1,076	6,657.59

Includes the following: murder and non-negligent manslaughter, forcible rape robbery, aggravated assault, burglary, larceny, and motor vehicle theft.

Source: Commonwealth of Virginia, Department of State Police, "Crime in Virginia: January-December," 1991.

Table 10. High Risk Indicators Ranking for the Service Region Among 128 Areas in the State 1986 - 1989

	Henry County				Patrick County				Martinsville			
	86	87	88	89	86	87	88	89	86	87	88	89
Youth Pregnancies	45	66	26	29	52	96	103	82	13	16	25	23
Dropout Rates	88	78	61	23	67	93	95	92	66	83	50	60
Reading Failure Rates	27	30	68	23	54	61	89	37	16	25	66	31
Child Abuse Cases	86	108	109	116	113	73	93	74	18	4	2	5

Source: Virginia Department of Health, 1992.

Education in the College Service Area

Education is the mirror of society. Data collected between October 1990 to May 1993 from high school students applying for admission to Patrick Henry Community College revealed that 63.6 percent of students claimed that neither of their parents had a bachelor's degree. Only 11 percent of students declared that one of their parents had a bachelor's degree, and 24.9 percent did not respond. For the same population, 45 percent claimed that no one in the family had attended a school higher than high school, while 30.5 percent responded positively, and 24.4 percent did not respond at all. Table 11 presents the membership projections for public school districts from 1990 through 1999 for the college's service area.

The above description of the college service area details a number of challenging components including the unique location of the college, the population trends, the racial composition, the social problems, the harsh unemployment rates and the low educational level of the clientele. Recognizing all these factors, the college stands ready and committed to foster an educational climate that will empower the individual citizen and promote economic development through partnership with business, industry, and governmental agencies.

One of the principles for continuously improving the quality of an organization is the emphasis on management by information. The continuous monitoring and updating of information from the college's service region would help the college to be responsive to the needs of its community. Awareness of the social and economic information prevalent in the college service area is vital for planning, development, and revision of curricular and non-curricular programs at Patrick Henry Community College. Therefore, the college will update the information contained in the present document at the start of each two-year strategic planning process.

Table 11. Membership Projections for Public School Districts 1990-1991 through 1998-1999

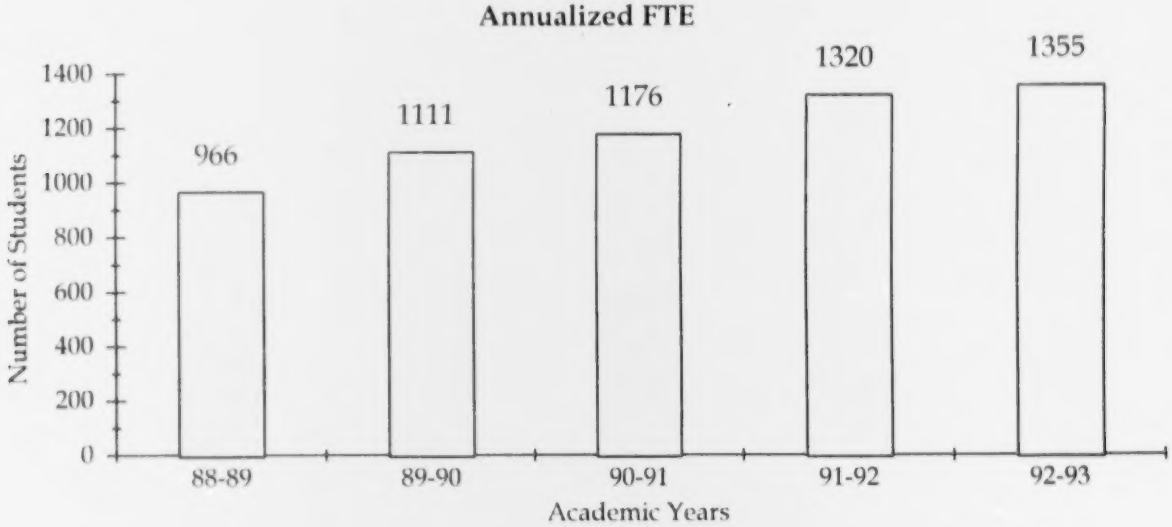
Jurisdiction	90-91	91-92	92-93	93-94	94-95	95-96	98-99
Franklin	6,162	6,238	6,293	6,353	6,430	6,514	6,768
Henry	9,802	9,086	9,142	9,207	9,268	9,330	9,491
Patrick	2,708	2,672	2,649	2,614	2,570	2,529	2,405
Martinsville	2,834	2,801	2,802	2,791	2,762	2,715	2,540

Source: Center for Public Service, University of Virginia, "Projections of Educational Statistics to 2010," 1992.

Annualized FTE

Table 12 presents a summary of the major demographic enrollment patterns of PHCC students from Fall 1988 through Fall 1993. The annualized full-time equivalent (FTE) enrollment has increased from 966 in academic year 1988-89 to 1355 in academic year 1992-93. This has been a steady increase of 40 percent over the last five years (See Figure 4 for a chart on Annualized FTE). The highest increase was 145 FTE's, experienced during academic year 1988-89 and academic year 1989-1990 and the lowest increase was 35 FTE's, experienced during the academic year 1991-92 and academic year 1992-93. Then there was a decline by 65 FTE's in academic year 1990-91.

Figure 4. Annualized FTE for Academic Years 1988-89 through 1992-93.



Headcount and FTE's

Fall headcount has increased from 1799 in 1988 to 2805 in 1993. This has been a steady increase of 56 percent over the last five years (see Figure 5 for a chart on the Fall Headcount and FTE's). Spring headcount has also increased from 1726 in 1989 to 2550 in 1993, which is a 48 percent increase over the last five years. Of particular note is the significant headcount enrollment (3483) for Spring 1990. This was due to a high demand for short courses from local industries. The enrollment pattern of Summer headcounts had a gradual net gain of 748 over the past five years. With the exception of Summer 1993, which was down by 22 percent from the previous year.

Fall FTE's have had a steady growth from 921 in 1988 to 1339 in of 1993. This has been an increase of 45 percent or 418 FTE's over the past five years. Spring FTE's have also increased from 849 in 1989 to 1160 in 1993, which is an increase of 37 percent or 311 FTE's over the last five years. With the exception of Summer 1989 FTE's (258), which increased by 114 or 80 percent over the previous year, the trend has been a steady increase up to Summer 1992. The summer FTE's had a gradual increase of 34 percent or 87 FTE's from 1989 to 1992, with the exception of Summer 1993, which decreased by 11 percent from the previous year.

Table 12

	Summer 1989	Fall 1989	Spring 1990	Annual 1989-90	Summer 1990	Fall 1990	Spring 1991	Annual 1990-91	Summer 1991	Fall 1991	Spring 1992	Annual 1991-92	Summer 1992	Fall 1992	Spring 1993	Annual 1992-93	Summer 1993	Fall 1993	Spring 1994	Annual 1993-94
Headcount	884	2097	3483		1087	2455	2342		1188	2522	2320		1317	2570	2550		1022	2805	2485	
FTE's	258	1000	961		288	1080	983		327	1199	1115		345	1206	1160		308	1339	1168	
Annual FTE's				1111				1176				1320				1355				
Unduplicated				4762				3914				3838				4249				
Profiles																				
Area																				
In-State	871	2066	3318		1066	2419	2298		1155	2493	2283		1205	2524	2511		996	2761	2448	
Out-of-State	13	31	165		21	36	44		33	29	37		112	46	39		26	44	37	
Course Load																				
Full-Time	30	568	487		38	565	526		41	722	679		76	675	617		47	688	612	
Part-Time	854	1529	2996		1049	1890	1816		1147	1800	1641		1241	1895	1933		975	2117	1873	
Gender																				
Male	350	844	1686		478	895	838		463	1028	987		594	978	1018		437	1086	934	
Female	534	1253	1797		609	1560	1504		725	1494	1333		723	1592	1532		585	1719	1551	
Time of Attendance																				
Day	627	1480	1969		898	1800	1743		898	1907	1661		1113	1946	1961		762	2759	1790	
Evening	257	617	514		189	655	599		290	615	659		204	624	589		260	646	695	
Place of Attendance																				
On Campus	785	1864	1778		840	1951	1791		935	2045	1889		1247	2248	2181		838	2185	2086	
Off Campus	99	233	1705		247	504	551		253	477	431		70	322	369		185	620	399	
Program																				
Occ Tech	319	897	914		379	1033	982		514	1030	998		429	1046	1053		96	1253	1061	
Transfers	176	467	425		156	440	399		187	439	407		141	438	427		472	432	417	
Non-Curricular	389	733	2144		552	982	962		487	892	770		682	881	892		173	861	781	
Developmental										161	145		65	205	178		281	259	226	
Race																				
White	736	1841	2900		891	2173	2028		894	2168	1935		1071	2144	2149		805	2298	2048	
Black	143	244	567		185	271	305		194	338	368		235	410	383		209	479	414	
Other	5	12	16		11	11	9		10	16	17		11	16	18		8	28	23	

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Full-Time vs. Part-Time

The data for full-time vs part-time headcount Fall and Spring enrollments are presented in Table 13 and Table 14 along with the changing percentages and ratios for the past 5 years. The Fall data indicate an overall increasing shift to part-time status from the ratio of 2.69 to 1 in Fall 1989 to the ratio of 3.08 to 1 in Fall 1993. However, the trend has been reversed for the Spring semester, except for Spring 1993. The Spring data indicate an overall decreasing shift from part-time to full-time status. With the exception of the highest ever part-time enrollment in Spring 1990, the data in Table 14 indicate an overall increasing shift to full-time status from 16.25 percent in Spring 1990 to 25.91 percent in 1993. The lowest full-time enrollment for Fall was 23.01 percent in 1990, and the highest full-time enrollment was 28.62 percent, which occurred in Fall 1991. The highest part-time enrollment for Spring was 83.75 percent in 1990, and the lowest part-time enrollment was 70.74 percent in Spring 1992. Of particular note is that the decrease in full-time enrollees are not offset by gains in part-time enrollees. Therefore, the loss or gain in full or part-time status does not have a clear pattern and needs further study in the future.

Figure 5. Headcount vs FTE's for Fall 1988 through Fall 1993.

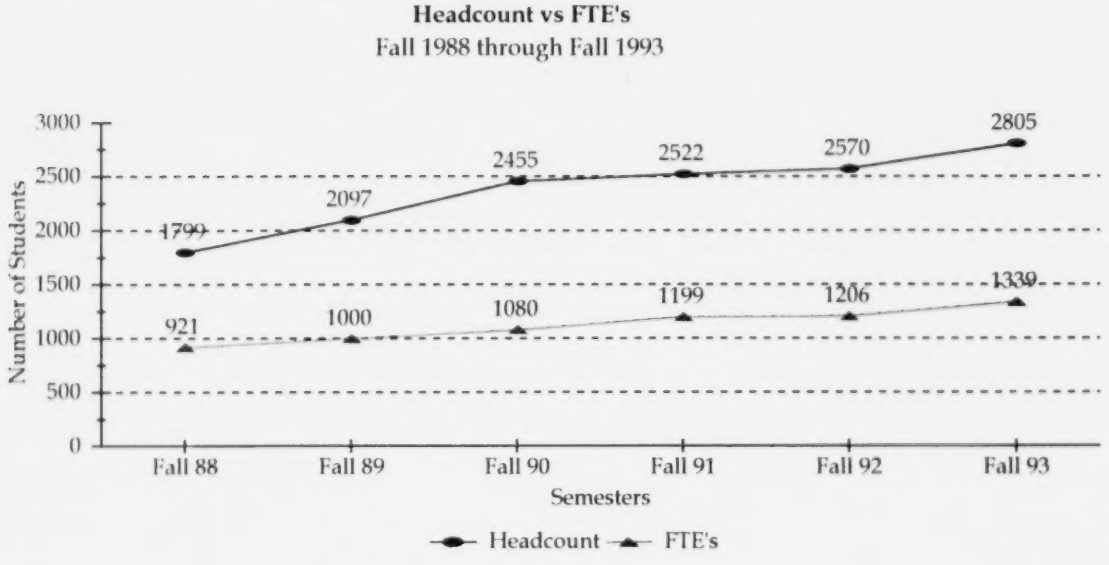


Table 13
Full-Time vs. Part-Time Headcount Enrollment
Fall 1989 through Fall 1992

	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993
Numbers:					
Full-Time	568	565	722	675	688
Part-Time	1529	1890	1800	1895	2117
Percentages:					
Full-Time	27.11	23.01	28.62	26.26	24.53
Part-Time	72.89	76.99	71.38	73.74	75.47
Ratios:					
Part-Time/ Full-Time	2.69 to 1	3.35 to 1	2.49 to 1	2.81 to 1	3.08 to 1

Table 14
Full-Time vs. Part-Time Headcount Enrollment
Spring 1990 through Spring 1993

	Spring 1990	Spring 1991	Spring 1992	Spring 1993
Numbers:				
Full-Time	487	526	679	616
Part-Time	2996	1816	1641	1933
Percentages:				
Full-Time	16.25	22.45	29.26	25.91
Part-Time	83.75	77.55	70.74	74.09
Ratios:				
Part-Time/ Full-Time	6.15 to 1	3.45 to 1	2.41 to 1	3.07 to 1

Male vs. Female

Data pertaining to male vs. female headcount enrollment for Fall semester are presented in Table 15. Female students continue to outnumber male students in all semesters. The number of female headcount enrollment increased from 1253 in Fall 1989 to 1719 in Fall 1993, which constitutes a 37 percent increase over the past five years. At the same time, the number of male headcount enrollment gradually increased from 844 in Fall 1989 to 1086 in Fall 1993. This corresponds to a 29 percent increase in male headcount enrollment for Fall in the past five years. Further analysis of the data indicates that while there has been an increase in the number of headcount enrollments of both cohorts, the shift has been towards more female enrollments. This finding is also in agreement with the positive change of the ratios of female to male enrollments from 1.48 to 1 in Fall 1989 to 1.58 to 1 in Fall 1993 (see Figure 6).

Table 15
Male vs. Female Headcount Enrollment
Fall 1989 through Fall 1993

	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993
Numbers:					
Male	844	895	1028	978	1086
Female	1253	1560	1494	1592	1719
Percentages:					
Male	40.20	36.45	40.76	38.05	38.72
Female	59.80	63.55	59.24	61.95	61.28
Ratios:					
Female/Male	1.48 to 1	1.74 to 1	1.45 to 1	1.62 to 1	1.58 to 1

Male vs Female Headcount Enrollment
Fall 1989 through Fall 1993

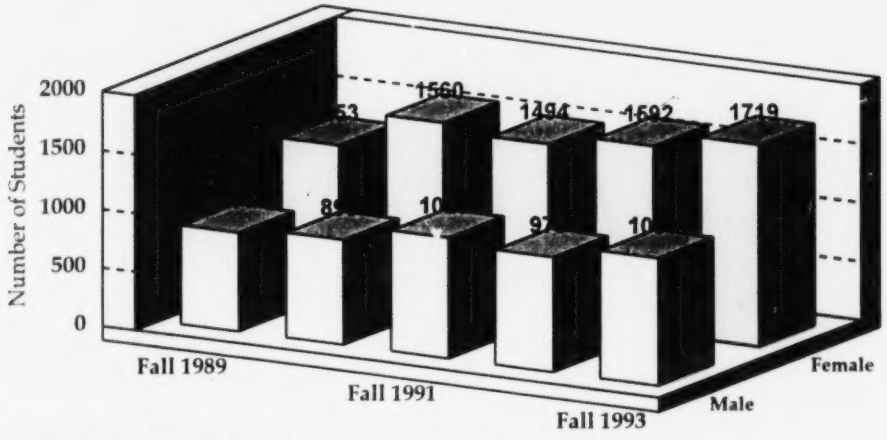


Figure 6. Male vs Female Headcount Enrollment

Enrollment by Ethnicity

Data pertaining to the racial characteristics of the student headcount enrollment for Fall semesters are presented in Table 16. Of particular interest in the racial composition of the student body is the high increase in the numbers of black student enrollments and, at the same time, the relative steady enrollment in the number of white students in the last three years. With the exception of Fall 1990, the relative headcount enrollment of white students decreased from 87.79 percent in Fall 1989 to 81.93 percent in Fall 1993. While the white student headcount enrollment decreased from 2173 in Fall 1990 to 2298 in Fall 1993 by 5.8 percent, the black student headcount enrollment increased from 271 to 479 in the same period by 77 percent. Although this enrollment change is toward a relative balance in the population ratio of the service region, it is an issue that requires further research.

Table 16
Headcount Enrollment by Ethnicity
Fall 1989 through Fall 1993

	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993
Numbers:					
White	1841	2173	2168	2144	2298
Black	244	271	338	410	479
Others	12	11	16	16	28
Percentages:					
White	87.79	88.51	85.96	83.42	81.93
Black	11.63	11.03	13.40	15.95	17.08
Others	00.58	00.46	00.64	00.63	00.99

Enrollment by Categories

The data for Occ/Tech, Transfer, Non-Curricular, and Developmental headcount enrollment by program categories are illustrated in Table 17. The number of Occ/Tech students increased from 897 in Fall 1989 to 1033 in Fall 1990, a 15 percent increase. However, the enrollment trend for Occ/Tech has been steady since Fall 1990. The rapid increase in the Fall 1993 Occ/Tech enrollment was due to a high demand for training and retraining of the workforce in business and industry. In the same period, the number of Transfer students decreased from 467 in Fall 1989 to 432 in Fall 1993. This corresponds to a 8.1 percent decline of Transfer students in the last four years. Compared to Occ/Tech and Transfer students, the Non-Curricular student headcount enrollment had a steady increase from 733 in Fall 1989 to 861 in Fall 1993. This corresponds to a 17 percent increase in the enrollment of Non-Curricular students at PHCC in the last five years, which requires follow-up studies and further considerations. The number of Developmental students sharply increased from 161 in Fall 1991 to 259 in Fall 1993. This corresponds to a 60 percent increase of the Developmental category in the last three years. Due to the college's placement policy and developmental tracking, it is projected that the number and percentages in this category will increase in the next three years.

Table 17
Headcount Enrollment by Program
Fall 1989 through Fall 1993

	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993
Numbers by program:					
Occ/Tech	897	1033	1030	1046	1253
Transfer	467	440	439	438	432
Non-Curricular	733	982	892	881	861
Developmental	000	000	161	205	259
Percentages:					
Occ/Tech	42.77	42.07	40.84	40.70	44.67
Transfer	22.27	17.93	17.40	17.04	15.40
Non-Curricular	34.96	40.00	35.37	34.28	30.70
Developmental	00.00	00.00	6.39	7.98	9.23

Day and Evening Headcount Enrollment

The data for day/evening headcount enrollment are presented in Table 18. Day students continue to dominate the enrollment pattern by a three to one margin in the last four years. With the exception of Fall 1990 and Fall 1993 (a high enrollment from business and industry), the evening headcount enrollments have remained almost steady from 617 in Fall 1989 to 624 in Fall 1992. In contrast, day headcount enrollments have sharply increased from 1480 in Fall 1989 to 2159 in Fall 1993, which corresponds to a 46 percent increase in the headcount enrollments. Day/evening headcount is depicted in Figure 7.

Table 18
Day and Evening Headcount Enrollment
Fall 1989 through Fall 1993

	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993
Number:					
Day	1480	1800	1907	1946	2159
Evening	617	655	615	624	646
Percentages:					
Day	70.58	73.32	75.61	75.72	76.97
Evening	29.42	26.68	24.39	24.28	23.03

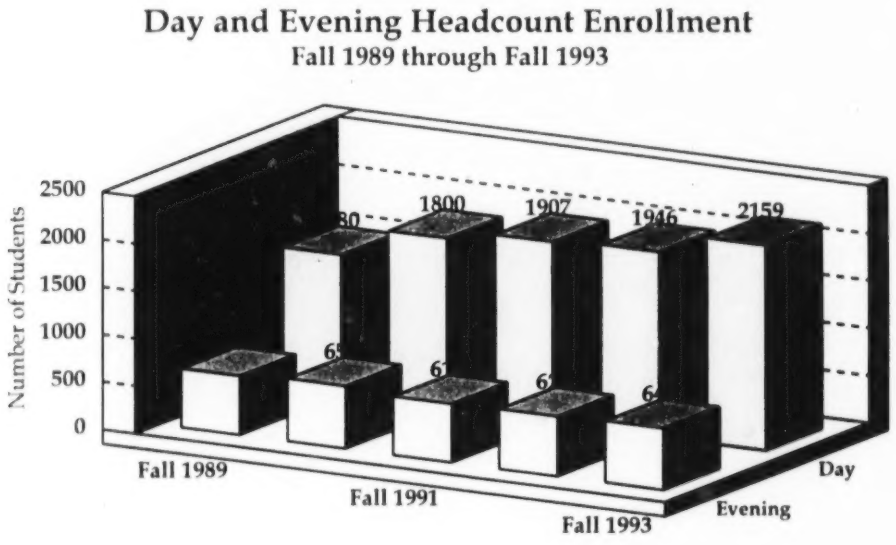


Figure 7. Day and Evening Headcount Enrollment

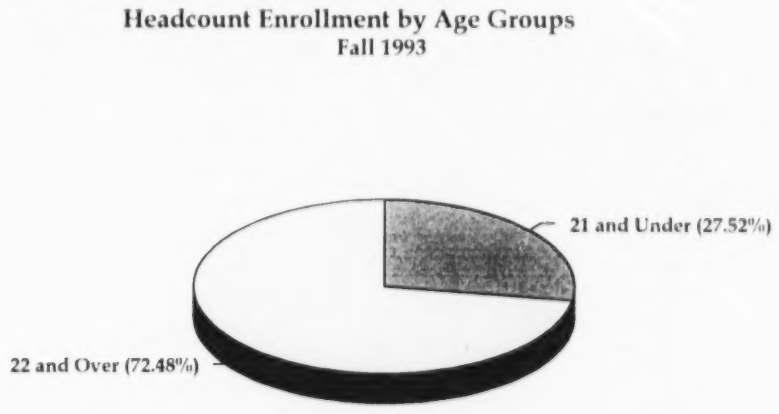
Headcount Enrollment by Age Groups

Data pertaining to the headcount enrollment by age groups for Fall semesters are presented by Table 19. The data compare numbers and percentages of student enrollment by age group. Since Fall 1989, the college's 18-34 age groups ranged from the low of 51 percent of the total population in Fall 92 to the high of 70 percent in Fall 91. With the exception of 18-21, the numbers and the percentages of headcount enrollments in all age groups have increased since Fall 1989. Of particular importance is the gradual increase in the percentage of headcount enrollment in the under 17 age group (3.92 percent in Fall 1993, up from 1.8 percent in Fall 1989). Likewise, the numbers and the percentages of headcount enrollments in 35-44 have gradually increased from 17.73 percent in Fall 1989 to 20.06 percent in Fall 1993.

Table 19
Headcount Enrollment by Age Groups
Fall 1989 through Fall 1993

	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993
Numbers:					
17 and under	38	51	108	93	110
18-21	687	681	707	630	662
22-34	780	935	937	977	1054
35-44	372	486	492	547	567
45-over	220	302	294	334	412
Percentages:					
17 and under	1.80	2.07	0.72	3.60	3.92
18-21	32.76	27.73	31.79	24.41	23.60
22-34	37.19	38.08	39.09	37.85	37.25
35-44	17.73	19.79	19.06	21.20	20.21
45-over	10.49	12.30	9.30	12.94	14.69

Figure 8. Headcount Enrollment by Age Groups for Fall 1993



Financial Aid Awards

Table 20 presents data on the annual comparison of financial aid awards from the academic year 1990-91 through 1993-94 , and Figure 9 presents unduplicated aid recipients for the same period. Given the low median family income of the service region ($16,641 for the service region vs. $20,018 for the Commonwealth of Virginia), the number of students applying for and receiving financial aid awards has been steadily increasing. The amount of financial aid awards have increase by 64 percent since the academic year 1990-91.

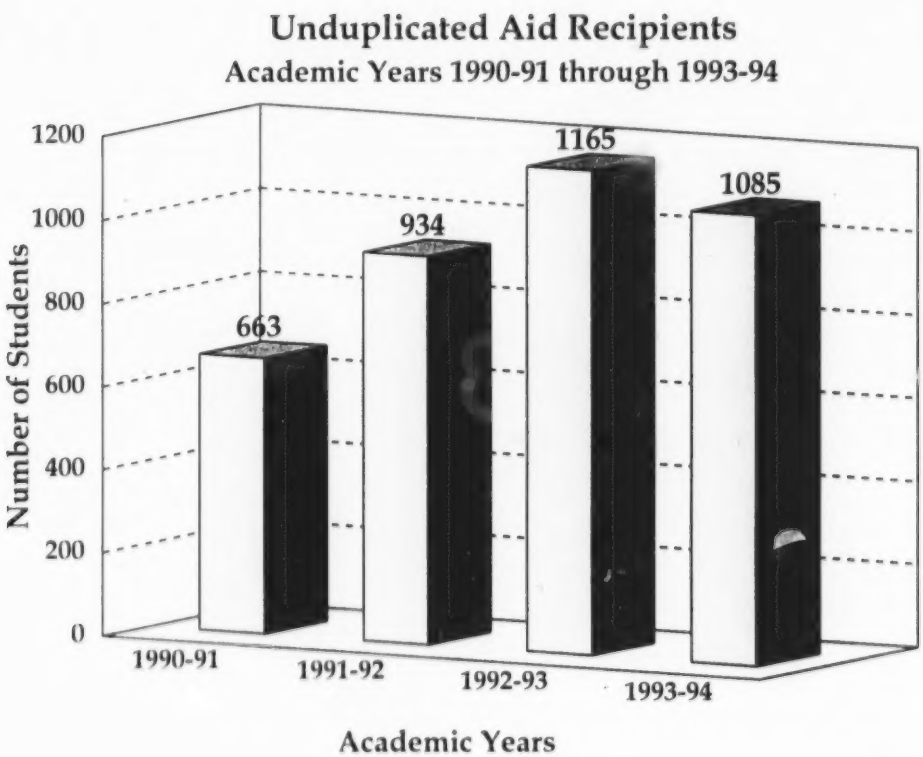


Figure 9. Unduplicated Financial Aid Recipients

Table 20
Annual Comparison of Financial Aid Awards
Academic Years 1990-91 through Academic Years 1993-94

Program	1990-91		1991-92		1992-93		1993-94*	
	Duplicated Number of Awards	Duplicated Total Amount Awarded	Duplicated Number of Awards	Duplicated Total Amount Awarded	Duplicated Number of Awards	Duplicated Total Amount Awarded	Duplicated Number of Awards	Duplicated Total Amount Awarded
Pell	356	$433,283.47	572	$757,445.35	622	$792,492.69	583	$715,640.88
SEOG	80	$15,047.00	90	$16,700.00	88	$16,029.00	63	$22,449.00
CSAP	59	$22,313.33	53	$20,000.00	34	$21,000.00	40	$26,250.00
CWS	33	$26,105.36	34	$27,318.73	41	$31,773.97	43	$31,825.84
VWSP	14	$22,904.27	15	$24,789.58	23	$27,819.17	24	$29,127.32
Loans	111	$62,158.78	116	$58,570.25	131	$93,490.56	96	$77,501.37
Scholarhsips	101	$53,961.96	184	$78,064.12	148	$84,605.13	93	$54,453.70
Voc. Rehab	5	$1,688.90	5	$1,002.00	3	$1,430.99	6	$6,360.76
Vet Voc Rehab	7	$5,107.59	3	$2,237.65	6	$5,156.14	8	$6,112.25
Dislocated Wkr	63	$28,492.60	38	$35,559.16	29	$29,131.52	20	$18,282.91
JTPA Grant	n/a	$0.00	130	$131,383.16	66	$65,107.71	29	$19,791.60
Last Dollar	2	$954.00	4	$2,000.00	5	$2,000.00	5	$2,000.00
VCCS Grant	n/a	$0.00	94	$61,994.00	184	$123,175.00	262	$198,922.00
SLEOEP Grant	5	$1,000.00	5	$1,000.00	4	$1,000.00	4	$944.00
Southern Area Agency	n/a	$0.00	n/a	$0.00	5	$1,809.93	4	$1,838.00
VA Child Care	n/a	$0.00	16	$1,680.00	47	$7,011.00	23	$3,036.00
PTAP Grant	n/a	$0.00	n/a	$0.00	n/a	$0.00	49	$10,319.00
Year Totals	836	$673,017.26	1359	$1,219,744.00	1436	$1,303,032.81	1352	$1,224,854.63

* *Cumulative totals as of 3/30/94 - totals will change*

Sources of Funds and Uses of Funds Distribution

Tables 21 and 22 depict the data relating to the sources and uses of funds from the academic year 1988-89 through the academic year 1992-93. Due to the budgetary policies implemented by the state for higher education institutions in the last several of years, the state appropriation funds have been dwindling from 66.6 percent in the academic year 1988-89 to 45.2 percent of the total college revenue in the academic year 1992-93. At the same time, the portion of the college revenue from tuitions has increased from 17.9 percent in the academic year of 1988-90 to 25 percent in the academic year 1992-93. As a result, the revenue per FTE had a steady and even decline in the academic years of 1989-90 and 1992-93 (see Figure 10 for the revenue and expenditure per FTE). The proportion for the use of funds for instruction has increased by 2.2 percent from the academic year 1988-89. At the same time, there has been a moderate decline in the proportion of the use of funds in other areas of academic, student, and instructional support services. Academic support services expenditure has decreased from 8.4 percent of the total expenditure in 1988-89 to 7.5 percent in the academic year 1992-93. For the same period, student services expenditure has dropped by 1.6 percent and instructional support services dropped by 6.3 percent over five years. The proportion of the use of funds for operation, maintenance, and plant has also decreased from 8.1 percent in the academic year 1988-89 to 6.8 percent in the academic year 1992-93. The expenditure per FTE has increased slightly from $4,858 in the academic year 1988-89 to $4,999 in the academic year 1992-93, with an average of $4988 for the past five years (see Figure 10 for a comparison between revenue and expenditure per FTE).

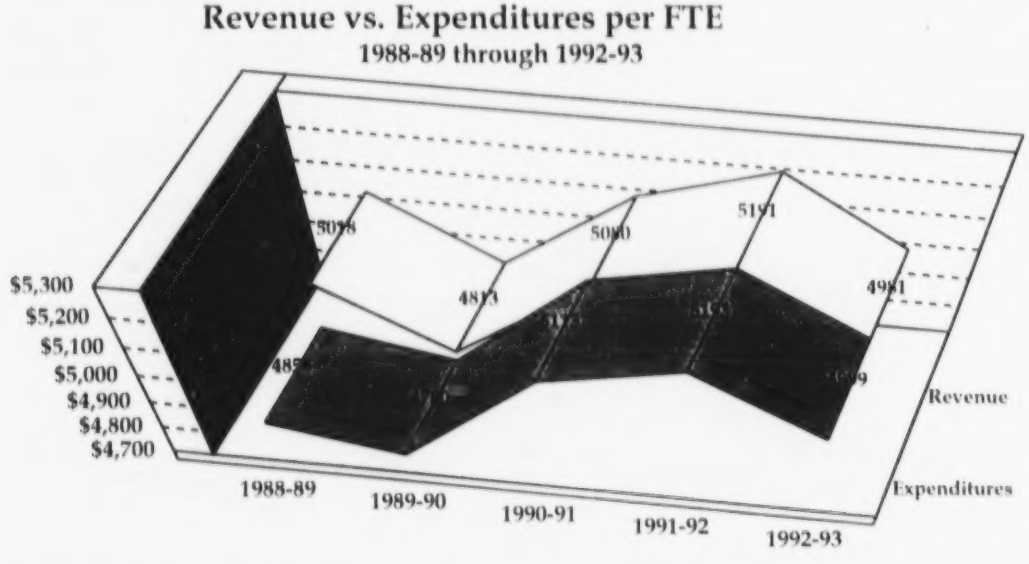


Figure 10. Revenue vs Expenditures per FTE for Academic Year 1988-89 through Academic Year 1992-93.

Table 21. Patrick Henry Community College
Sources of Funds Distribution
Academic Years 1988-89 through 1992-93

Total Revenue

Revenue	1988-89	Percent of Total	1989-90	Percent of Total	1990-91	Percent of Total	1991-92	Percent of Total	1992-93	Percent of Total
Tuition & Fees	$868,287	17.9%	$905,170	16.9%	$1,076,434	18.0%	$1,425,962	20.8%	$1,691,639	25.0%
State App & Amend	$3,230,064	66.6%	$3,382,797	63.3%	$3,537,057	59.2%	$3,448,809	50.3%	$3,047,345	45.2%
Federal/State Grants	$630,314	13.0%	$824,391	15.4%	$1,064,861	17.8%	$1,706,256	24.9%	$1,739,331	25.8%
Other	$119,190	2.5%	$234,759	4.4%	$295,951	5.0%	$271,354	4.0%	$270,950	4.0%
Total Revenue	$4,847,855		$5,347,117		$5,974,303		$6,852,381		$6,749,265	

Revenue Per FTE Student

Revenue	1988-89	Percent of Total	1989-90	Percent of Total	1990-91	Percent of Total	1991-92	Percent of Total	1992-93	Percent of Total
Annual FTE	966		1111		1176		1320		1355	
Per Capita FTE	$5,018		$4,813		$5,080		$5,191		$4,981	
Tuition & Fees	$899	17.9%	$813	16.9%	$914	18.0%	$1,080	20.8%	$1,245	25.0%
State App & Amend	$3,342	66.6%	$3,047	63.3%	$3,008	59.2%	$2,611	50.3%	$2,251	45.2%
Federal/State Grants	$652	13.0%	$741	15.4%	$904	17.8%	$1,293	24.9%	$1,285	25.8%
Other	$124	2.5%	$212	4.4%	$254	5.0%	$208	4.0%	$199	4.0%
Total Revenue		$5,018		$4,813		$5,080		$5,191		$4,981

Table 22. Patrick Henry Community College
Use of Funds Distribution
Academic Years 1988-89 through 1992-93

Total Expenditures

Expenditure	1988-89	Percent of Total	1989-90	Percent of Total	1990-91	Percent of Total	1991-92	Percent of Total	1992-93	Percent of Total
Instruction	$2,103,005	44.8%	$2,406,666	45.3%	$2,951,721	49.1%	$3,218,727	47.0%	$3,184,352	47.0%
Public Service	$0	0.0%	$76,597	1.4%	$100,642	1.7%	$19,197	0.3%	$101,356	1.5%
Academic Support	$392,678	8.4%	$513,505	9.7%	$518,361	8.6%	$605,097	8.8%	$509,023	7.5%
Student Services	$349,638	7.5%	$365,324	6.9%	$355,095	5.9%	$365,626	5.3%	$399,770	5.9%
Inst. Support	$1,097,576	23.4%	$1,087,842	20.5%	$1,137,208	18.9%	$1,233,420	18.0%	$1,160,018	17.1%
Oper./Maint.of Plant	$381,985	8.1%	$419,031	7.9%	$410,756	6.8%	$500,015	7.3%	$463,738	6.8%
Scholarship	$367,513	7.8%	$441,780	8.3%	$538,994	9.0%	$912,731	13.3%	$955,293	14.2%
Total Expenditures	$4,692,395		$5,310,745		$6,012,777		$6,854,813		$6,773,550	

Expenditures By FTE Student

Expenditure	1988-89	Percent of Total	1989-90	Percent of Total	1990-91	Percent of Total	1991-92	Percent of Total	1992-93	Percent of Total
Annual FTE	966		1111		1176		1320		1355	
Per Capita FTE	$4,858		$4,780		$5,113		$5,193		$4,999	
Instruction	$2,177	44.8%	$2,166	45.3%	$2,510	49.1%	$2,438	47.0%	$2,350	47.0%
Public Service	$0	0.0%	$69	1.4%	$86	1.7%	$15	0.3%	$75	1.5%
Academic Support	$406	8.4%	$462	9.7%	$441	8.6%	$458	8.8%	$375	7.5%
Student Services	$362	7.5%	$329	6.9%	$302	5.9%	$277	5.3%	$295	5.9%
Inst. Support	$1,136	23.4%	$979	20.5%	$967	18.9%	$934	18.0%	$855	17.1%
Oper./Maint.of Plant	$395	8.1%	$377	7.9%	$349	6.8%	$379	7.3%	$340	6.8%
Scholarship	$380	7.8%	$398	8.3%	$458	9.0%	$691	13.3%	$710	14.2%
Total Per Capita FTE	$4,858		$4,780		$5,113		$5,193		$4,999	

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The Planning Process at Patrick Henry Community College

The college's planning process has been modified several times since the last re-accreditation process in 1987. The following is a brief description of Phase One of the recent strategic planning process that started in 1992 and led to the establishment of mission and goals statements at Patrick Henry Community College in 1993.

The effective performance of an institution is directly related to its proactive planning, management, and evaluation systems. The primary purpose of PHCC's planning process is to improve the quality of management and decision making, to enhance the quality of its students' outcomes, and to improve the effectiveness of the institution in fulfilling its goals and mission. Patrick Henry Community College has designed a multi-level planning process that has been developed with the efforts and commitments of the members of the planning committee, the faculty, administrators, and classified staff. Policies and procedures issued by the Southern Association of Colleges and Schools (the *Criteria For Accreditation, Commission On Colleges 1992-1993*) and also the directives given by the Virginia Community College System's Policy Manual were implemented in the entire planning process.

The VCCS policy manual states that each college shall formulate a comprehensive master plan. This plan shall follow the guidelines prescribed in the Southern Association of Colleges and Schools (SACS) Criteria Planning Guide. This plan shall be presented to the College Board the State Board for approval. Following initial approval, the college master plan shall be modified and updated every two years. Modifications and changes shall be submitted for review to the Chancellor's Office. Significant changes to a college master plan, as determined by the Chancellor, shall be subject to approval by the State Board (Section 9.0.2., VCCS Policy Manual, March 11, 1992).

According to SACS, an effective planning and evaluation process should include:

1. Broad based participation by faculty and administration;
2. The establishment of a clearly defined purpose appropriate to collegiate education;
3. The formulation of educational goals consistent with the institution's purpose;
4. The development of procedures for evaluation of extent to which these educational goals are being achieved;
5. The use of results of these evaluations to improve institutional programs, services and operation (p. 16).

The strategic planning process at Patrick Henry Community College is designed in three phases. The first phase is policy formulation: the college will establish its mission, vision, and goals statements. In the second phase the college sets unit/area goals and objectives. The deans, divisions, and units develop area strategic objectives and comprehensive assessment plans in conjunction with the institutional effectiveness activities. In the third phase the college comprehensively evaluates the objectives and activities set forth in the second phase and uses the results to improve the college's mission and goals. In this volume, only the first phase of the planning and evaluation process is described. This stage of policy formulation leads to the establishment of the college's mission, vision, and goals statements.

The planning and evaluation committee was appointed in October, 1992. The immediate task for the committee was to prepare a comprehensive planning and evaluation process manual as a standing order and a working manual. Other tasks proceeded as follows:

1. Approval of the planning process manual.
2. Setting policies and procedures for the subcommittees.
3. Review the existing master plan documents.
4. Collect data and information through ethnographic research methods and environmental scanning studies.
5. Write planning assumptions based on objective information from college records and environmental scanning reports.
6. Prepare and approve the vision and mission statement.
7. Formulate the draft for the long range goals utilizing information from the following sources:
   - A. Approved mission and vision statements
   - B. Past and future enrollment trends
   - C. Reports on environmental scanning study
   - D. Planning assumptions
   - E. Inputs from deans, division chairs, advisory boards, and program advisory committees
   - F. SACS Criteria, VCCS Policies and Procedures.
   - G. Social indicators, from state and service area.
   - H. Educational indicators, from state and service area.
8. Approval of the mission and goals statements by the college personnel, the president, and the college board.

The Process of Developing Goals Statements

The Planning and Evaluation Committee met on a two-day planning retreat devoted to developing the institutional goals as a follow-up to the development of the mission statement. During the spring 1993, the committee spent a great deal of time arriving at a mission statement which was approved immediately prior to the retreat. Based on an extensive literature review, the planning committee used what is called "the issue management approach" to planning and organizational development.

The retreat began on Thursday, April 15, with the committee first coming together for an opening session that was intended as an ice breaker so everyone could feel relaxed and comfortable. The members worked together in developing a plan and procedure to be followed during the two-day retreat. During the ice breaker everyone made a statement which spelled out specific issues that PHCC should address in the future. Each person was asked to state one issue, and as the group progressed around the table, each person had to repeat what had been said by the prior participants and then add his/her own statements. By the time the group finished, the last person essentially gave a summary of the strategic issues and concerns raised by everyone else. Ten strategic issues were identified as being fundamentally important to enhance the quality of learning and teaching and to fulfill the college's mission. The issues agreed on were the following:

1. Curriculum and instruction
2. Student development
3. Academic support
4. College and community partnership
5. Accessibility
6. Human resources
7. Facilities
8. Organization, leadership, & administrative process
9. Finance
10. Technology

Once the group agreed on the strategic issues, the members broke into subgroups, with each subgroup addressing particular issues which they had selected. The intention was to begin development of specific goals which would guide the college over the next five years. Group 1 worked with curriculum and instruction, academic support, and college and community partnership. Group 2 worked with student development, organization, leadership, and administrative process; and technology. Group 3 worked with accessibility, human resources, facilities, and finance. The session proceeded as follows: the subgroups met independently of each other and addressed the specific issues which they had selected. After discussing each issue and developing a rationale for the issue, the group then developed specific goals which the group viewed as necessary to be achieved in order to address the issue. After each group worked independently, the full committee came back together in order to react to the various suggestions made by the subgroups. This process continued throughout the retreat.

In the final session, the entire group went through each issue discussing again the rationale and then through each specific goal identified by the subgroups. The committee then voted to improve the entire package of mission and goal statements. The planning and research coordinator was then given the responsibility of making any necessary editorial changes so that the document would be consistent in style and meet the necessary reporting requirements. The methods seemed to work successfully, in that everyone had individual input. The subgroups were able to focus specifically on the issues of concern to them, and then the entire group was able to review, debate, discuss, recommend, modify, adjust, critique, etc. So what emerged was a document that had the full support and approval of the entire committee because everyone had adequate input into producing the outcome.

Throughout the retreat, a sense of team spirit developed because of the process that evolved. The retreat was successful because it was held off-campus and away from offices and regular schedules. Everyone was in a comfortable, relaxed atmosphere. The group was able to see the larger picture by interacting with people from all areas of the college. Participants were able to view perspectives that were different from their own, and, as a result, they were able to come together and produce a goal statement that truly reflected the best thinking of the group.

Mission Statement

Patrick Henry Community College is a public, comprehensive community college, serving Martinsville, Henry and Patrick counties, and southern Franklin County. The mission of the College is to provide educational and community service programs of the highest quality in accessible locations at affordable costs. Patrick Henry Community College adheres to an open door admissions policy and welcomes all people. To achieve its mission, the College is responsible for providing:

* *the first two years of instruction towards a bachelor's degree;*

* *occupational/technical programs to serve people seeking employment or desiring advancement in their present jobs;*

* *community-service activities, such as workshops, seminars, forums, cultural, and civic programs;*

* *educational programs and services to meet the needs of area businesses, industries, and service agencies;*

* *programs to assist students in overcoming deficiencies and acquiring skills fundamental to academic and career achievements; and*

* *instructional and support services to meet the needs of an increasingly diverse student population.*

Long Range Institutional Goals

The institutional goal statements for the Patrick Henry Community College Master Plan were developed by a Planning Committee comprised of representatives from the faculty, staff, and administrators of the college. Through a series of meetings and work sessions, the committee identified important strategic issues as being fundamental to produce the highest possible quality of student learning. The issues agreed on are: curriculum and instruction; student development; academic support; accessibility; human resources; facilities; leadership and administrative processes; finance; and technology. The following respective overriding goals were formulated as being imperative to address the areas of concern emphasized in the institutional mission of Patrick Henry Community College. In summary, the college is committed to:

Goals:

1. *Provide a challenging and innovative learning environment to enable individuals to meet their personal educational goals.*

2. *Provide an environment that supports and encourages students in their academic progress and assists them in their personal and social development.*

3. *Provide an environment for stimulating learning experiences and personal growth.*

4. *Provide opportunities for interaction between the community and college, and the sharing of resources.*

5. *Provide open access to programs and facilities for all segments of the community.*

6. *Recruit, retain and develop quality personnel to meet the institutional goals.*

7. *Provide physical facilities for a safe, secure environment conducive to student learning and community service programs.*

8. *Enhance administrative processes that enable all personnel to understand their roles in achieving the college's mission, develop their support for the mission, and assure an environment for active participation.*

9. *Develop and manage a comprehensive fiscal plan that ensures the long-term security of the college.*

10. *Assess and incorporate appropriate technological advances that will enhance and enrich college programs, services, and procedures.*

1. Curriculum and Instruction

Historically, community colleges have offered different educational programs at different times depending on the needs and priorities of their immediate communities. An integrated, coherent curriculum prepares a student to be a life-long learner and enables the kind of adaptability life today demands. Patrick Henry Community College has updated its mission to provide curriculum offerings that will be more responsive to the economic development/ partnership of its service region and be more cooperative with local business/industry and state and federal governments to meet the workforce needs of the year 2000.

Meaningful education must be relevant to life outside the educational environment. The curriculum offerings at PHCC are directly related to the unique characteristics and demands of its service region and in line with the Virginia Community College System's plan for the 1990's and in keeping with the guidelines for accrediting associations. These offerings include basic skills and remedial instruction to meet the needs of an ever-growing population in PHCC's service region that is not ready for college; a common core of general education which incorporates concepts of the human heritage, the interdependent world in which we live, and cultural diversity for all students seeking a certificate or degree; and occupational/ technical education and career-related programs to prepare students for working in a modern technological society.

Goals:

1.1. Improve basic skills assessment, prescriptive placement, and advising.

1.2. Maintain a common core of general education courses in all curricula leading to degree or certificate programs.

1.3. Continue to improve occupational/technical offerings in cooperation with business, industry, and governmental agencies.

1.4. Provide continuing education opportunities through the development of additional training programs for business, industry, governmental agencies, and individuals in the community.

1.5. Promote understanding of diversity through international and multicultural programs, and activities.

1.6. Actively pursue the development and maintenance of articulation agreements with area high schools, colleges, and universities.

1.7. Design and implement a continuous cycle of planning and evaluation of academic (credit, non-credit) programs, general education components, and developmental studies.

1.8 Maintain a 70:30 ratio of full-time to part-time faculty.

2. Student Development

Patrick Henry Community College recognizes that the student is its primary customer and that service to the student and development of the individual are vital elements in educational experiences beyond the classroom. An open door institution, the college attempts to serve a body of students that is truly representative of the whole community. As PHCC approaches the 21st Century, the college is committed to more nearly reflect the demographics of our service area; at the same time, it will respond appropriately to societal pressures, concerns, and issues as they affect students' lives. PHCC must be prepared to accommodate students in a learning environment that welcomes and recognizes the diversity of students and their goals. As the institution and its programs evolve, there will be a need to review, evaluate, and continually improve the services and delivery systems that are provided.

The college regularly offers comprehensive student development services within its organizational units. These services typically include admissions and records; academic advising; counseling; financial aid; career development services; special services to students with disabilities and to disadvantaged populations; and student activities. There traditional activities, coupled with additional opportunities for individual enrichment, are projected to continue with special emphasis on strategic objectives.

Goals:

2.1 *Evaluate and enhance the delivery of services to a diverse student population.*

2.2 *Develop programs to support awareness of multicultural diversity.*

2.3 *Develop programs and activities to support awareness of contemporary social issues and available resources.*

3. Academic Support

The idea of learning resources and academic support services has changed in the last two decades. The most visible change has occurred in the application of the computer to improve the delivery of instruction, student learning, and institutional management. The application of new educational technology in the classroom provides for networks and access to information that will change the way students learn and educators function in the institution. Electronic mail, retrieving database information from computer files, using wide area networks to access major libraries and other resources, receiving course assignments, and utilizing interactive video technology will all have a major impact on teaching and learning. Modern communication technology improves the teaching and learning process and helps the college to better serve its diverse student population. Patrick Henry Community College is committed to provide learning resources and academic support services to help students to meet their academic and personal development objectives.

Goals:

3.1. *Conduct an evaluation of academic support services and learning resources.*

3.2. *Establish database networking within the college and with other major resources outside the college.*

3.3. *Expand access and provide academic support services to a diverse student population and the community.*

3.4. *Provide access to state of the art classroom resources.*

4. College and Community Partnership

Strengthening college and community ties is a challenge and a great opportunity for Patrick Henry Community College. College and community interactions provide new visions and directions that bridge the gap between the academic and community institutions. Building alliances with industry, business, and government agencies creates a sense of belonging that puts the college in a unique position to serve the social and economic interests of its service region. PHCC is committed to train the workforce and to share its resources and facilities as appropriate.

Goals:

4.1 *Enhance the college's leadership role in community affairs.*

4.2 *Promote a collaborative effort with community agencies to provide enhanced programming opportunities and utilization of community resources.*

4.3 *Promote economic development through partnerships with business, industry, and governmental agencies.*

4.4 *Improve relationships between the college and the service area.*

4.5 *Build cooperative relations with public schools in the service region and other post secondary educational institutions in the state.*

4.6 *Encourage a personal commitment to community involvement.*

5. Accessibility

In line with the leadership vision of the community college movement for social stability and consistent with the mandated policies and procedures of the state board for the Virginia Community College System, PHCC is committed to expanding the physical, financial, and academic accessibility to college education for citizens in the service area.

Goals:

5.1 *Develop enhanced strategies to provide educational offerings and cultural activities in accessible places and at times that can best serve the population in the service area.*

5.2 *Develop enhanced strategies to inform the community of the programs and services available through the college.*

5.3 *Review and update the action plan to improve minority recruitment, enrollment, and retention.*

6. Human Resources

Human resources are the most valuable asset at the college. To provide quality programs and services to the community, the college must formulate a human resource plan for selection, recruitment, orientation, compensation, development, and evaluation of faculty, administrators and professional staff. The Commission on The Future of Community Colleges emphasizes the importance of faculty members as mentors and as scholars. The report also describes the tensions created by heavy class loads and rapid technological advances for faculty to keep abreast of their fields. In a modern technological society, administrators and staff also need to develop professional and leadership skills to facilitate instructional activities. It is, therefore, important that faculty, administrators and classified staff be competent, technically current and highly motivated. To attract and retain such quality personnel, Patrick Henry Community College is committed to coordinate, develop, and maintain a comprehensive human resource plan that includes: the participation of personnel in the entire planning process; supporting professional developmental activities; providing a comprehensive employee orientation; improving employee benefits and compensation; participation and involvement of the college's affirmative action officer in personnel processes and decisions; supporting the educational advancement of faculty administrators and staff to obtain higher academic degrees, and creating a work environment conducive to quality education.

Goals:

6.1 *Recruit, retain, and develop personnel to meet the institutional goals.*

6.2 *Implement a professional development plan for faculty and staff.*

6.3 *Develop and implement a human resource plan to make wellness programs available to all employees.*

6.4 *Develop and implement a comprehensive employee orientation program.*

6.5 *Develop and implement a human resource plan to accommodate the decentralization of state personnel activities.*

6.6 *Improve strategies to increase minority representation among faculty and staff.*

6.7 *Explore an incentive plan to enhance morale for all college personnel.*

6.8 *Promote a work environment conducive to teaching and learning.*

7. Facilities

Physical facilities and resources are important in education. Patrick Henry Community College, with estimates of projected enrollments and guidelines from the VCCS and State Council for Higher Education in Virginia, is committed to develop a facility and physical resources plan that is adequate for instruction and support services and provides an acceptable, safe, and secure environment to all students, faculty, administrators, and staff. Facilities and educational resources must be accessible to all students, college personnel, and the community and be in compliance with ADA and OSHA requirements.

Goals:

7.1 Provide physical facilities for a safe, secure environment conducive to student learning and community service programs.

7.2 Develop a plan that will make more efficient use of current facilities.

7.3 Develop a comprehensive plan for capital projects, community facilities, rented facilities, and permanent facilities.

7.4 Implement a plan for preventive maintenance.

7.5 Develop and implement a plan to repair and renovate existing facilities.

7.6 Develop and implement a plan to use resources in an environmentally conscious manner.

8. Organization, Leadership and Administrative Processes

The administration of Patrick Henry Community College has the responsibility of bringing together its various resources and allocating them effectively in order to accomplish institutional goals. It is desirable to address these goals in a unifying environment that values the student, the community, and the contributions made by college personnel. Administrative processes should enhance the opportunities for continual improvement of all college programs and services and for the development of college personnel. The college is committed to a participative management style that incorporates the creative contributions of all personnel. To this end, PHCC will maintain an organizational structure and administrative processes that effectively and efficiently utilize its human resources.

Goals:

8.1 Encourage an environment that enhances the sense of community.

8.2 Improve procedures to communicate and discuss college issues and concerns.

8.3 Assess and provide support for appropriate staff development and leadership training needs.

8.4 Design and implement a continuous cycle of planning, assessment, and evaluation for all college programs and services.

8.5 Improve a collaborative working relationship among teaching faculty, classified staff, and administrators at the college.

8.6 Integrate the dimensions of wellness into college programs and services.

9. Finance

There has been a significant reduction in state funding for higher education in the last couple of years. In the same period the unit cost of higher education has been growing, and the ancillary costs are growing significantly faster than the mainline academic costs. The real challenge for the future is to contain or reduce costs without undermining the academic quality of the college. Patrick Henry Community College is committed to working with the VCCS to ensure adequate appropriations and to developing a comprehensive administrative fiscal plan that explores alternative sources of external funding, further reallocation of resources, and containment of costs.

Goals:

9.1 *Develop and manage a comprehensive fiscal plan that ensures the long-term security of the college.*

9.2 *Incorporate the information developed through the planning and evaluation process into the budget and allocation process to meet institutional priorities.*

9.3 *Implement the new state accounting system and continue to provide sound accounting and fiscal management in accordance with state and NACUBO guidelines.*

9.4 *Develop a plan to regularly evaluate and enhance the management of financial records and procedures.*

10. Technology

Technology and its explosive pace clearly have the power to impact virtually every aspect of PHCC operations. From administration to instruction, the technological ramifications for PHCC are considerable. The need for human resource development and training will increase in the areas of technology, computer literacy, and the ability to cope with technological change. Technology can open the doors of instruction to vast numbers of area residents. It can network support services, such as library and learning resources, to expand the information base of the college immeasurably. It can enhance and enrich the teaching and learning process in the classroom. Technology carries with it a multitude of ethical considerations. Indeed, as PHCC prepares for the 21st Century, the challenge of technology becomes practical as well as philosophical--in terms of both content and applications. Clearly the overriding call is for technology to act as a humanizing rather than a dehumanizing force in the enterprise of Patrick Henry Community College.

Goals:

10.1 Develop and implement a comprehensive plan to evaluate and improve the use of technological advances and applications.

10.2 Provide for the training needs of college personnel related to technological advances and applications.